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ABSTRACT

Intended for use by schools in studying their library programs and services, this needs assessment packet is designed to serve as an instrument for determining what exists as a program of services and to assist in setting direction for planned growth of an effective library program. The philosophy and services quoted in the document were derived from the Hawaii state document, "Goals for School Library Media Programs," (1972). Arguing that needs assessment is most valuable when members of the entire school community are involved, the packet provides a form for use by administrators, faculty, and school library staff, and another form for use by students. The following items are included in the packet: a chart on how to use the needs assessment packet; a guide to assigning priorities to areas of the school library program; tabulation instructions for assigning priorities to areas for a school library program; the two needs assessment forms; a table showing item correlation between the two forms; instructions to the tabulator; and three master tally sheets (a sample and two blanks). (THC)

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1981 Edition

Needs Assessment Packet for the School Library

Office of Instructional Services/Multimedia Services Branch
Department of Education • State of Hawaii • RS 81-1464 • August 1981

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TABLE OF CONTENTS

	Page
Introductory Statement	1
How to Use the Needs Assessment Packet	3
Assigning Priorities to Areas of a School Library Program	4
Tabulation Instructions for Assigning Priorities to Areas of a School Library Program	6
Needs Assessment Tool for the School Library - FORM A: For use with school staff	7
Needs Assessment Tool for the School Library - FORM B: For use with students	15
Item Correlation Between Form B (Students) and Form A (Staff)	21

NEEDS ASSESSMENT PACKET FOR THE SCHOOL LIBRARY

Introductory Statement

The purpose of this needs assessment packet is to provide a means for a school to assess its library program. It is intended to a) serve as an instrument for determining what exists as a program of services and b) assist in setting direction for planned growth of an effective library program. The philosophy and services quoted in this document were derived from the state document, Goals for School Library Media Programs, 1972. A copy of this document was distributed to every school in the state at the time of publication.

This assessment packet is designed to:

1. include all aspects of existing library programs.
2. develop an awareness in the respondent of the potential scope of school library services.

Realizing that all things are not attainable at the present time, the respondent is asked to provide input that will assist the school library staff in determining where to concentrate their energies within the realistic constraints of staffing, budget, or facilities.

Needs assessment is most valuable when members of the entire school community are involved--administrators, faculty, a random sampling of students and the school library staff.

The following forms of the Needs Assessment Tool are provided:

Form A for use by administrators, faculty, and school library staff, and

Form B for students.

THE RESULTS OF THESE INSTRUMENTS SHOULD NOT BE CONSTRUED AS A PERFORMANCE JUDGMENT OF THE SCHOOL LIBRARY STAFF.

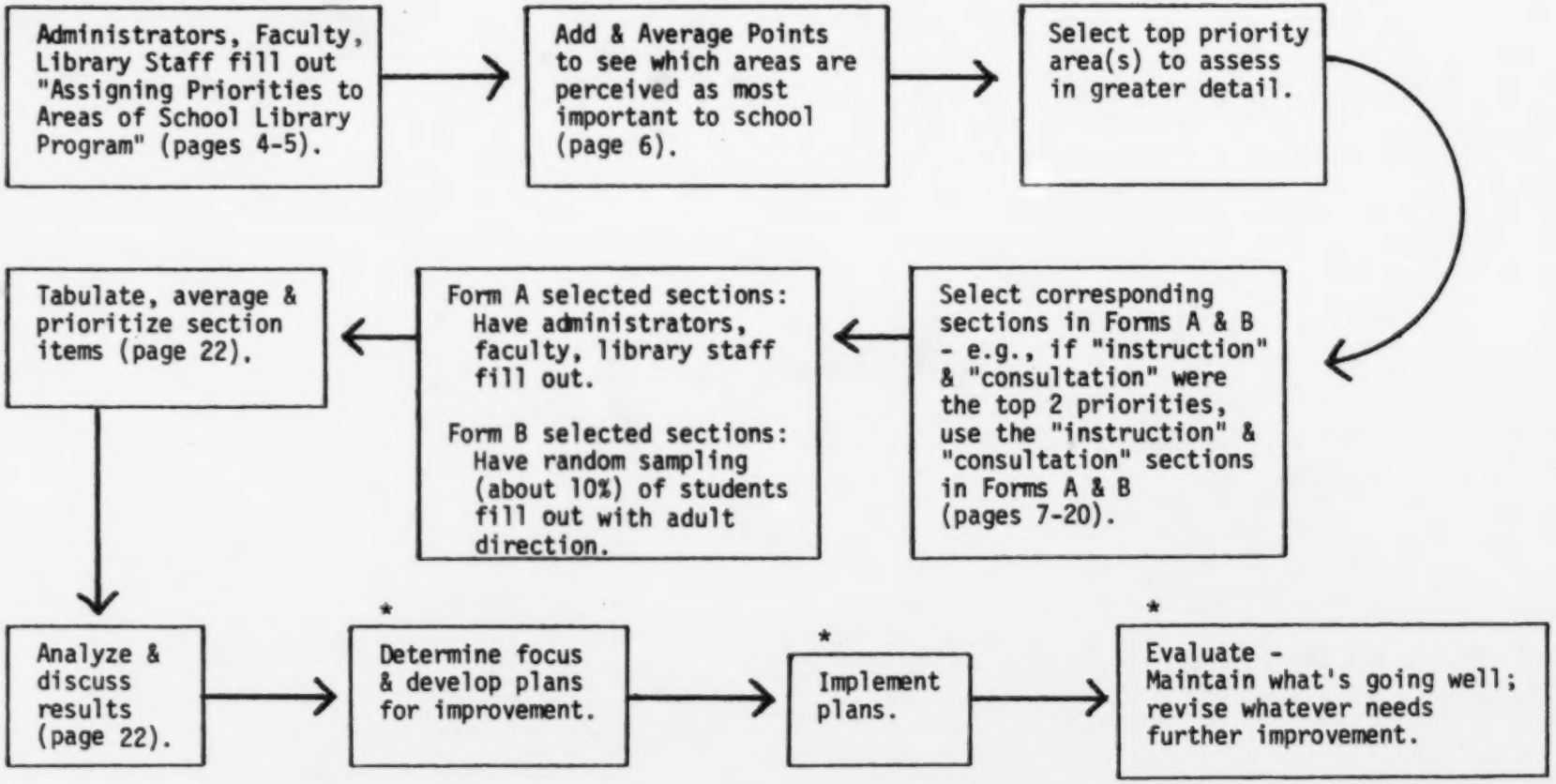
The following information is included in this packet.

How to use the needs assessment packet
Assigning priorities to areas of the school library program
Tabulation instructions for assigning priorities to areas of a school library program
Needs assessment tool - Form A
Needs assessment tool - Form B
Item correlation between Form B and Form A
Instructions to tabulator
Master tally sheets - sample and 2 blanks

All materials in this packet may be freely duplicated as needed. Also, while the supply lasts, copies of Form A and Form B may be obtained by contacting:

School Library Services/Federal Program Section
641 18th Avenue
Honolulu, HI 96816
Ph. 732-1402

HOW TO USE THE NEEDS ASSESSMENT PACKET


Administrators, Faculty, Library Staff fill out "Assigning Priorities to Areas of School Library Program" (pages 4-5).
Add & Average Points to see which areas are perceived as most important to school (page 6).
Select top priority area(s) to assess in greater detail.
Select corresponding sections in Forms A & B - e.g., if "instruction" & "consultation" were the top 2 priorities, use the "instruction" & "consultation" sections in Forms A & B (pages 7-20).
Form A selected sections: Have administrators, faculty, library staff fill out.
Form B selected sections: Have random sampling (about 10%) of students fill out with adult direction.
Tabulate, average & prioritize section items (page 22).
Analyze & discuss results (page 22).
*
Determine focus & develop plans for improvement.
*
Implement plans.
*
Evaluate - Maintain what's going well; revise whatever needs further improvement.

*Materials for these steps are not included in this packet. Schools should use existing planning & evaluation procedures or ask for technical assistance.

ASSIGNING PRIORITIES TO AREAS OF A SCHOOL LIBRARY PROGRAM

How do you value the major areas of a school library program?

To do this, divide 100 points among the seven major areas listed below. Give the largest number of points to the areas you consider most important, and so on.

Please prioritize these areas given a realistic assessment of the staffing, resources, and facilities available at the present time.

A brief description of each area is given to help you in making your value assignments. Place your points assigned to each area in the box provided on the left.

☐ **INSTRUCTION**

This involves providing: 1) instruction in the use of the media center and its resources; 2) opportunities for pupils to develop competency in listening, viewing, and reading skills; and 3) reinforcement of the learning process.

☐ **CONSULTATION/PLANNING**

This involves: 1) serving as instructional resource consultants and materials specialists to teachers and students; 2) assisting staff in curriculum planning, research, development and evaluation; and 3) assisting teachers with evaluation, selection, and use of textbooks and other basal and supplementary curricular materials.

☐ **SELECTION**

This involves providing resources in sufficient abundance, quality, and variety needed for various teaching and learning situations. All resources must meet established criteria for evaluation and selection and be easily accessible.
NOTE: Multimedia Services Branch has provided schools with: 1) a statewide written materials selection policy and 2) written guidelines for evaluating and selecting materials.

☐ **UTILIZATION**

This involves: 1) furnishing the services that make information and materials easily available 2) motivating students and staff to use materials for both instructional and recreational purposes in small groups, large groups, or individually; 3) providing liaison and advisory services for use of other resources within the school and community; and 4) providing staff with information about recent developments in curricular subject areas and in the general field of education.

☐ PROVISION OF CENTRALIZED FACILITIES, MATERIALS, EQUIPMENT

This involves providing space for resources; equipment; individual, small group, and large group use; materials production and processing; storage; and staff. Depending on school size and program, provisions should be made for closed-circuit television and/or satellite resource centers.

NOTE: For more specific quantitative information, please refer to GOALS FOR SCHOOL LIBRARY MEDIA PROGRAMS and EDUCATIONAL SPECIFICATIONS AND STANDARDS FOR FACILITIES.

☐ PRODUCTION

This involves: 1) providing services and facilities for the production of materials and 2) assisting teachers, students, and technicians to produce materials which supplement those available through other channels.

☐ EVALUATION

This involves a systematic means of improving school library services through both formal and informal avenues of input from all library users.

☐ TOTAL: SHOULD EQUAL 100 POINTS

TABULATION INSTRUCTIONS FOR ASSIGNING PRIORITIES TO AREAS OF A SCHOOL LIBRARY PROGRAM

The following are suggested steps you may take to compile the results in order to see which areas are perceived as most important to the school:

1. Add all the points given in the area of "Instruction" on all the questionnaires.
2. Divide this sum by the number of questionnaires in order to arrive at an average.
3. Follow the same procedure for the other six areas.
4. Based on the averages for the seven areas, decide which area(s) should receive attention at this time.

Example:

Areas	Averages	Priorities
Instruction	25.5	* 1
Consultation/Planning	8.5	5
Selection	7.5	6 (tie)
Utilization	25.0	* 2
Provision of centralized facilities	10.0	4
Production	7.5	6 (tie)
Evaluation	16.0	3

* Based on the above results, the school may decide to work on the first two priority areas, "Instruction" and "Utilization." The next step, then, would be to select the corresponding sections of Forms A and B in this packet to assess in greater detail.

NEEDS ASSESSMENT TOOL FOR THE SCHOOL LIBRARY

FORM A: For use with school staff

INSTRUCTION TO USERS

Circle the most appropriate rating for each item.

Explanation of the rating scale:

X = don't know
1 = almost never
2 = seldom
3 = occasionally
4 = frequently
5 = almost always

INSTRUCTION

The school library staff and teachers provide for:	Don't know	Almost never 1	2	3	4	Almost always 5
1. instruction in the identification, location, and use of audiovisual equipment and resources.	X	1	2	3	4	5
2. instruction in the identification, location, arrangement of various printed materials.	X	1	2	3	4	5
3. systematic orientation programs for all users.	X	1	2	3	4	5
4. instruction in the use of various reference materials.	X	1	2	3	4	5
5. instruction in and application of reporting and researching skills.	X	1	2	3	4	5
6. reading, listening, viewing guidance to promote the appreciation of resources by giving book talks, reading aloud, holding discussions, etc.	X	1	2	3	4	5
7. instruction in the selection and evaluation of various resources.	X	1	2	3	4	5
8. a close working relationship with each other on the planned use of the library by students.	X	1	2	3	4	5

CONSULTATION/PLANNING

The school library staff and teachers:	Don't know	Almost never 1	2	3	4	Almost always 5
1. consult with one another on the selection of the most appropriate resources to meet particular teaching objectives.	X	1	2	3	4	5
2. coordinate instructional objectives, strategies, and planned use of library.	X	1	2	3	4	5
3. work together on committees engaged in curriculum planning, such as those organized by grade levels or departments.	X	1	2	3	4	5
The school library staff:						
4. confers on a regular basis with the administration about the library program.	X	1	2	3	4	5
5. maintains a file of publishers' catalogs on learning materials.	X	1	2	3	4	5
6. coordinates collection of materials for textbook selection committees.	X	1	2	3	4	5

SELECTION

The school library staff and teachers:	Don't know	Almost never 1	2	3	4	Almost always 5
1. provide a systematic means of actively involving each other and students in choosing new materials.	X	1	2	3	4	5
2. cooperate with one another in selecting materials to meet needs of slow, average, and accelerated learners.	X	1	2	3	4	5
3. select materials that reflect freedom from sex bias, racism, and stereotyping of such groups as the elderly, poor, minorities, and handicapped.	X	1	2	3	4	5
4. select materials that present various points of view on controversial issues and political concerns.	X	1	2	3	4	5
5. utilize selection documents such as the school's own materials selection policy in selecting materials for the library.	X	1	2	3	4	5
6. check with each other before purchasing resources to avoid costly duplication.	X	1	2	3	4	5
7. check new curriculum guides systematically so that resources needed to support the curriculum can be added.	X	1	2	3	4	5
8. have the necessary school support and budget to purchase up-to-date print and audiovisual materials to enhance the school curriculum.	X	1	2	3	4	5
The school library staff:						
9. is able to fill requests of students and teachers 75-100% of the time.	X	1	2	3	4	5

UTILIZATION

The school library staff:	Don't know	Almost never 1	2	3	4	Almost always 5
1. works cooperatively with the rest of the school community to develop and enforce fair policies for library use.	X	1	2	3	4	5
2. welcomes student use of the library during the entire school day.	X	1	2	3	4	5
3. develops a library schedule that allows use by individuals, small groups, and classes.	X	1	2	3	4	5
4. makes materials and equipment easy to find and accessible to all users.	X	1	2	3	4	5
5. provides adequate borrowing privileges for all users.	X	1	2	3	4	5
6. promotes library use through special programs, open house, displays, news bulletins, etc.	X	1	2	3	4	5
7. helps all users to fully utilize book materials to meet their respective needs.	X	1	2	3	4	5
8. helps all users to fully utilize audiovisual materials to meet their respective needs.	X	1	2	3	4	5
9. assists in making community resources available to the school when necessary.	X	1	2	3	4	5
10. brings professional materials to the attention of the school staff through distribution of lists, special displays, etc.	X	1	2	3	4	5

PROVISION OF CENTRALIZED FACILITIES

The library has:	Don't know	Almost never 1	2	3	4	Almost always 5
1. a central collection of books with quantity recommended by the document, GOALS FOR SCHOOL LIBRARY MEDIA PROGRAMS.	X	1	2	3	4	5
2. a central collection of audiovisual materials with quantity recommended by the document, GOALS FOR SCHOOL LIBRARY MEDIA PROGRAMS.	X	1	2	3	4	5
3. an adequate collection of magazines and storage areas for back issues of periodicals.	X	1	2	3	4	5
4. audiovisual equipment in sufficient quantity to promote the concept of a media center.	X	1	2	3	4	5
5. reading/study areas that provide for varied uses by individuals, small and large groups.	X	1	2	3	4	5
6. a functional arrangement of furniture and shelving for comfortable study areas and easy materials access.	X	1	2	3	4	5
7. furniture and equipment in quantity recommended by the current Educational Specifications document.	X	1	2	3	4	5
8. adequate shelf space to house a central collection of at least 10,000 books or 10 books per pupil, whichever is greater.	X	1	2	3	4	5
9. adequate shelf/storage space for library's audiovisual materials and equipment.	X	1	2	3	4	5
10. adequate work space for processing library materials.	X	1	2	3	4	5
11. adequate space for various types of teacher-student production including photography, recording, etc.	X	1	2	3	4	5
12. conference room(s).	X	1	2	3	4	5
13. staff office(s).	X	1	2	3	4	5
14. adequate physical controls such as acoustically treated floors and ceilings, proper lighting, temperature and humidity standards.	X	1	2	3	4	5

PRODUCTION

The school has:	Don't know	Almost never				Almost always
		1½	2½	3½	4½	5½
1. sufficient and qualified personnel to assist teachers in the simple production of materials (may include graphics, reprography, photography)*.	X	1	2	3	4	5
2. adequate workroom space to accomplish the above.	X	1	2	3	4	5
3. sufficient and qualified personnel to assist students in the simple production of materials (may include graphics, reprography, photography)*.	X	1	2	3	4	5
4. adequate workroom space to accomplish the above.	X	1	2	3	4	5
5. sufficient and qualified personnel to permit instructional television production and transmission within the school (closed circuit television).	X	1	2	3	4	5
6. adequate facilities to accomplish the above.	X	1	2	3	4	5

*graphics (coloring, mounting, lettering)
reprography (duplicating, printing, etc.)

EVALUATION

The school library staff:	Don't know	Almost never 1	2	3	4	Almost always 5
1. solicits input on library services through written and verbal communication.	X	1	2	3	4	5
2. solicits input on collection development through written and verbal communication.	X	1	2	3	4	5
3. assesses the extent of library use through surveys of the school community.	X	1	2	3	4	5
4. maintains a continuous program of evaluation (either by self and/or others) to improve library services.	X	1	2	3	4	5
5. maintains a continuous program of evaluation (including weeding) to improve the library collection.	X	1	2	3	4	5
6. collects and analyzes data, e.g., circulation figures, attendance count.	X	1	2	3	4	5

NEEDS ASSESSMENT TOOL FOR THE SCHOOL LIBRARY

FORM B: For use with students

INSTRUCTION TO STUDENTS:

Your school library staff wants to make the library an inviting and useful place for you to visit. In order to do this, the staff needs to know how you honestly feel about the library. You can help them by filling in the following questionnaire.

For each item, circle the rating that you feel is most appropriate.

Explanation of the rating scale:

X = don't know
1 = almost never
2 = seldom
3 = occasionally
4 = frequently
5 = almost always

INSTRUCTION

The school library staff:	Don't know	Almost never 1	2	3	4	Almost always 5
1. gives information to students about library services and arrangement of materials and rules.	X	1	2	3	4	5
2. helps students find materials.	X	1	2	3	4	5
3. gives students an orientation to the library.	X	1	2	3	4	5
4. helps students use materials to find information.	X	1	2	3	4	5
5. helps students with independent research.	X	1	2	3	4	5
6. gives book talks, reads aloud, or does storytelling.	X	1	2	3	4	5
7. holds discussions with groups of students about books read, AV materials viewed or listened to.	X	1	2	3	4	5
8. shows AV materials to interest students in reading related stories in books.	X	1	2	3	4	5
9. helps students choose good materials to use for pleasure and information.	X	1	2	3	4	5

SELECTION

The school library staff.	Don't know	Almost never 1	2	3	4	Almost always 5
1. encourages students to suggest books that the library should purchase.	X	1	2	3	4	5
2. selects materials that are interesting and useful to students.	X	1	2	3	4	5
3. chooses materials that avoid stereotyping of groups such as the old, poor, minorities, or handicapped.	X	1	2	3	4	5
4. chooses materials that present several points of view on controversial issues.	X	1	2	3	4	5
5. fills requests of students at least 75% of the time (3 out of every 4 times).	X	1	2	3	4	5

UTILIZATION

The school library staff:	Don't know	Almost never 1	2	3	4	Almost always 5
1. enforces rules fairly and consistently.	X	1	2	3	4	5
2. welcomes student use during the entire day, including recesses and lunch hours.	X	1	2	3	4	5
3. has a schedule that allows students to come alone, with a small group, or with the entire class.	X	1	2	3	4	5
4. arranges books and AV materials so students can obtain them by themselves.	X	1	2	3	4	5
5. allows students to borrow books and AV materials.	X	1	2	3	4	5
6. lets students know about new materials through displays, newsletters, etc.	X	1	2	3	4	5
7. lets students with assignments know about available materials on request.	X	1	2	3	4	5
8. encourages student use of listening, viewing, and reading resources.	X	1	2	3	4	5
9. searches when necessary for materials from other sources, e.g., the public libraries.	X	1	2	3	4	5

PROVISION OF CENTRALIZED FACILITIES

The library has:	Don't know	Almost never 1	2	3	4	Almost always 5
1. a good collection of books.	X	1	2	3	4	5
2. a good collection of audiovisual materials.	X	1	2	3	4	5
3. a good selection of current magazines and back issues of these magazines.	X	1	2	3	4	5
4. enough audiovisual equipment so that audiovisual materials can be easily viewed or listened to in the library.	X	1	2	3	4	5
5. enough reading and study areas for both individuals and groups.	X	1	2	3	4	5
6. a good arrangement of furniture and shelves so that there are comfortable study areas and so that materials are easy to find.	X	1	2	3	4	5

PRODUCTION	Don't know	Almost never 1	2	3	4	Almost always 5
The school has provided enough space in the library for students to do work in:						
1. graphics (includes coloring, mounting, lettering for posters, etc.).	X	1	2	3	4	5
2. duplication of materials.	X	1	2	3	4	5
3. photography.	X	1	2	3	4	5

EVALUATION	Don't know	Almost never 1	2	3	4	Almost always 5
The school Library staff asks for student opinion in surveys or questionnaires about the library.	X	1	2	3	4	5

ITEM CORRELATION BETWEEN FORM B (STUDENTS) AND FORM A (STAFF)

This gives you some idea of how the items on Form B for students correlates with the items on Form A for school staff.

Area	Form B - Item number	Form A - Item number
INSTRUCTION	1	1,2
	2	1,2
	3	3
	4	4
	5	5
	6	6
	7	6
	8	6
	9	7
SELECTION	1	1
	2	2
	3	3
	4	4
	5	9
UTILIZATION	1	1
	2	2
	3	3
	4	4
	5	5
	6	6
	7	6
	8	7,8
	9	9
CENTRALIZATION OF FACILITIES	1	1
	2	2
	3	3
	4	4
	5	5
	6	6
PRODUCTION	1	4
	2	4
	3	4
EVALUATION	1	1,2,3,

NOTE: No section on CONSULTATION in Form B since this involves school staff more than students.